

Analysis of The Problem of Planning Folk Poetry Learning Texts and Their Relevance to The Personal Skills of Junior High School Students

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Abstract

This study aims to analyze the problems in planning folk poetry text learning for junior high school students and examine its relevance to the development of students' personal skills. The method used is descriptive qualitative with a literature study method that examines various literature related to folk poetry learning planning, the characteristics of junior high school students, and the concept of personal skills in the educational context. The focus of this study is to identify obstacles that often arise in the preparation of learning plans such as the mismatch of material with curriculum demands, the selection of inappropriate learning methods, and the minimal integration of students' personal skills development in the learning process. This literature study also outlines the importance of learning folk poetry text as a potential medium for developing creativity, communication skills, and independent attitudes in students. Based on the results of the analysis, it was found that suboptimal learning plans will have a negative impact on the development of students' personal skills, thus not optimally forming character and relevant life skills. Therefore, improvements and refinements in learning plans are essential so that folk poetry learning can be an effective means of developing personal skills. This study provides theoretical and practical contributions as a reference for educators, curriculum developers, and policy makers to improve the quality of folk literature learning that is integrated with the development of personal skills in junior high school students.

Introduction

Education, in essence, focuses not only on cognitive achievement but also on personality development and mastery of skills useful for everyday life. One important aspect that must be developed in education is life skills. Farida (2019) states that life skills are the abilities a person possesses to live and face life's challenges naturally without feeling stressed, and to proactively and creatively seek solutions to overcome them. In other words, life skills are the primary asset for students to survive and thrive amidst social, cultural, and technological dynamics.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter VI, Article 26, paragraph 3, emphasizes that life skills education encompasses personal, social, intellectual, and vocational skills that prepare them for work or independent endeavors. Personal skills include self-understanding and self-control, spiritual awareness, and rational thinking skills. However, in reality, many students have not been able to optimally develop these skills, and therefore still experience difficulties in dealing with academic and social issues. This situation indicates a gap between educational objectives and learning outcomes.

The link between life skills and learning is crucial because learning is not merely a transfer of knowledge but also a means of developing skills for facing real life. Implementing life skills-based learning enables students to develop critical thinking and creativity, as well as independence in problem-solving. Muliastuti (2017) emphasized that Indonesian language learning materials not only function to develop academic abilities but also need to include elements of character education and life skills so that students can express themselves and interact meaningfully in social contexts. This view emphasizes the need to integrate life skills aspects into every learning process in schools.

Furthermore, life skills dimensions can also be developed through culture-based non-formal learning. Attas (2023) explained that engaging young people in oral traditions, such as Palang Pintu and Gambang Rancag, is a means of building social skills, cultural identity, and self-confidence. Thus, contextual and culture-based learning not only preserves national heritage but also strengthens essential life skills for students in facing global challenges.

In the competency-based national curriculum, life skills are designated as one of the core competencies that must be developed from elementary to secondary school (Republic of Indonesia, 2003). These regulations require the implementation of integrated learning with life skills development. Therefore, analyzing the application of life skills in learning is crucial to determine the extent to which these competencies have been achieved, the challenges faced, and effective improvement strategies. The focus of this research is to provide policy recommendations and learning strategies that can improve students' mastery of life skills, enabling them to face challenges independently and confidently, while also being prepared to compete in the modern era.

Method

This research employed a descriptive qualitative method with a library research approach. This method was chosen based on the research objective, which focused on in-depth descriptions of the problems in planning folk poetry text learning and their relevance to developing the personal skills of junior high school students. This method enabled the researcher to conduct a critical analysis of various relevant literature, thus achieving a comprehensive and systematic understanding.

The research data sources came from national and international journal articles, reference books, proceedings, and official educational documents such as curricula and teaching modules published within the last five years. The collected data were analyzed using content analysis, which included data reduction, presentation in descriptive and tabular form, and drawing conclusions based on the findings. This analysis aimed to identify the weaknesses and strengths of folk poetry learning planning and link them to strengthening students' personal skills.

To ensure data validity, this study employed source triangulation, comparing results from various relevant literature and documents. Thus, the findings were not only descriptive but also academically sound. The research results are expected to contribute to the development of more effective folk poetry learning planning strategies while supporting the development of personal skills of junior high school students in the context of implementing the Independent Curriculum.

Results and Discussion

This is the result of a literature analysis or study containing research findings related to the planning of folk poetry text lessons and their relevance to students' personal skills. The data in the following table is summarized from ten journal articles from the past five years:

Table 1 .
Analaisis jurnal terdahulu

No	Author(s) & Year	Article Title	Journal	Main Findings (Problems in Planning)	Relevance to Personal Skills
1	H. Tatiyana (2021)	Planning, Implementatio n, and Assessment of Folk Poetry Text Learning in Grade VII SMP Negeri 3 Sungai Penuh	Wacana Etnik	Lesson plans still teacher-center ed, affective assessment less structured, limited methods.	Appreciative attitude, creativity, and learning independence do not develop optimally.
2	Devi Yansah, Maizar Karim, Larlen, Oky Akbar, Lusia Oktri Wini (2023)	Teachers' Problems in Teaching Folk Poetry at SMP Negeri 1 Muara Bungo	Jurnal Lintang Aksara	Monotonous methods, lack of creative strategies, limited teaching techniques.	Students' motivation, idea innovation, and self-confidence are hindered.
3	A. D. Refa'i (2021)	Analysis of Planning, Implementatio n, and Evaluation of Folk Poetry Learning in SMP	Diksatrasia	Planning of materials, indicators, learning steps, and assessment not detailed.	Students' creativity and self-expression are underdevelop e d.
4	I. Ruser (2023)	Application of Folk Poetry Learning with PjBL Model at SMPN 1 Balocci, Pangkep Regency	Concept (STIAYAPPI M Makassar)	PjBL planning lacks detail in steps and process assessment.	Discipline, initiative, and critical thinking of students not maximized.
5	Syafila C. Islamiyah, A. A. Mardliyah, Wawan Hermawan (2023)	Implementatio n of the Merdeka Curriculum in Folk Poetry Learning at SMP	JAHE	Teachers prepare ATP & teaching modules, but local adaptation is still limited.	Adaptability, cultural awareness, and learning initiative can grow.

6	Faskalia S. Sarira, Anastasia Baan, Dina Gasong (2023)	Use of Digital Media Based on Local Wisdom in Folk Poetry Learning	Jurnal Kependidikan Media	Planning lacks integration of local digital media; lesson plans lack innovation.	Cultural appreciation, motivation, and active student engagement increase when well-planned.
7	Amsaliagusnawati, Rita Tanduk, Resnita Dewi (2023)	Ethnopedagog y in Folk Literature Learning Planning at SMP	JPST (Journal of Education, Science, and Technology)	Lack of detailed guidelines for integrating cultural values in lesson plans.	Empathy, cultural awareness, and self-identity can be strengthened.
8	Emanuel Halawa (2023)	Application of Project-Based Learning in Folk Poetry Learning at SMP	Jurnal Pendidikan Tambusai	PjBL planning unprepared (tools, time, resources limited).	Creativity, collaboration, and initiative develop when planning is thorough.
9	Risa Anjani & Aida Sumardi (2022)	Development of an Interactive Folk Poetry Module Based on Islamic Moral Values	Imajeri (UHAMKA)	Module validated, but field testing depends on teachers; not widely replicated yet.	Responsibility, ethics, and student empathy can grow.
10	Sella M. Monica, Diah Kusyani, Sri Muliatic (2024)	Development of Folk Poetry Teaching Module Based on Local Wisdom	Jurnal Pendidikan Tambusai	Module validated well, but implementation plan lacks detail.	Students' adaptability, creativity, and cultural awareness increase.

Based on a review of ten research articles, several common threads can be identified regarding the planning of folk poetry texts for teaching at the junior high school level. First, the planning carried out by teachers still tends to focus on the cognitive domain. This means that lesson plans and teaching modules emphasize solely on understanding the material, while affective and psychomotor aspects, such as collaboration among students, creative expression in writing and reciting poetry, and reflection on local cultural values, receive less attention. This situation indicates that lesson planning does not fully support the development of holistic skills.

Second, several studies have revealed that the use of innovative media and methods, such as interactive modules, digital media based on local wisdom, Project-Based Learning (PjBL) models, and ethno pedagogical approaches, have been

proven to increase student motivation and participation. However, the planning stage of their implementation remains incomplete. This is evident in the lack of detailed implementation guidelines, unclear time allocation, and the absence of a comprehensive assessment rubric. In other words, despite the existence of innovative media and methods, thorough technical planning remains a major challenge.

Third, the relevance of lesson planning to strengthening students' personal skills is also a key focus. Structured planning can contribute to the growth of creativity, independence, empathy, and even cultural awareness in students. However, when planning is limited to cognitive aspects, these personal skills develop only partially and suboptimally. This indicates the need for more comprehensive planning so that learning can truly support the formation of students' character and personal skills.

Fourth, adaptation to the Independent Curriculum has begun to be implemented through the development of Learning Objectives (ATP) and teaching modules. However, the connection between the material and the local context and students' real needs is still weak. As a result, learning folk poetry is often viewed as a mere formality, rather than a contextual, reflective, and relevant learning experience for students' daily lives. In fact, folk poetry can be an important medium for instilling cultural values and shaping national identity.

Finally, the future development of folk poetry learning needs to be directed at several important aspects. First, a systematic analysis of student needs must be conducted to ensure that learning truly aligns with students' characteristics. Second, the integration of digital media needs to be strengthened, given the current generation's closer connection to technology in their daily lives. Third, an effective assessment rubric must be explicitly formulated so that teachers can objectively measure students' attitudes, values, and personal skills. With such planning, folk poetry learning will not only serve as a means of transferring knowledge but also serve as a platform for strengthening the Pancasila Student Profile and developing the personal skills needed by junior high school students in today's global era.

Conclusions

Based on the analysis, it was found that most teacher planning is still solely oriented toward cognitive aspects, while the affective and psychomotor aspects, closely related to the development of life skills, particularly personal skills, have not been optimally implemented. Learning planning tends to neglect comprehensive and relevant strategies, whether in developing learning activity steps, selecting innovative media, or developing attitude and skills assessment rubrics. This results in learning being formalized without providing sufficient space for students to express themselves, reflect, and develop the life skills necessary for real life.

These problems are directly related to the underdevelopment of core life skills, particularly personal skills such as self-awareness, creativity, empathy, initiative, reflective thinking, and personal responsibility. These skills should be a central component of the learning process, as stipulated in Law Number 20 of 2003 concerning the National Education System and the implementation of the Independent Curriculum. However, due to incomplete planning, students' potential to develop their identity, understand life values, and adapt to social and academic challenges is hampered.

Therefore, learning planning is needed that not only focuses on knowledge but also clearly and in detail supports the strengthening of students' personal skills. This is crucial to ensure that learning folk poetry, as part of literature learning, can be an effective vehicle

for character formation, developing cultural awareness, and equipping students with life skills that foster character and enable them to address global challenges.

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